

THE PHOENIX CENTER

1342 Hotel St.
Alcolu, SC 29001

GRADES 9-12 High School

ENROLLMENT 50 Students

PRINCIPAL Ann Darby 803-505-6800

SUPERINTENDENT John E. Tindal 803-435-4435

BOARD CHAIR Mrs. Ethel Sweat 803-435-4435

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent

8

Good

18

Average

5

Below Average

0

Unsatisfactory

0

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Excellent	N/A	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	11.1	30.0	44.4	67.8	63.8	65.7
Passed 2 subtests	22.2	20.0	22.2	16.6	17.9	17.9
Passed 1 subtest	22.2	40.0	22.2	9.5	11.4	10.0
Passed no subtests	44.4	10.0	11.1	6.0	6.9	5.9

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	2	I/S	19	0.0	10	99.0
Gender						
Male	1	I/S	12	0.0	7	99.0
Female	1	I/S	7	0.0	3	I/S
Race or Ethnic Group						
African American	N/A	N/A	7	0.0	7	99.0
Hispanic	N/A	N/A	0	N/A	0	N/A
White	2	I/S	12	0.0	3	I/S
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	2	I/S	0	N/A	2	I/S
Students without disabilities	N/A	N/A	19	0.0	8	99.0
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	19	0.0	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	2	I/S	19	0.0	10	99.0
Lunch Status						
Subsidized meals	2	I/S	8	0.0	4	I/S
Full-pay meals	N/A	N/A	11	0.0	6	99.0

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	10.7
Seniors who met the SAT requirement	0.0	11.4
Seniors who met the grade point average	52.6	52.4

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 50)				
Retention rate	18.6%	N/A	8.1%	7.3%
Attendance rate	93.7%	Down from 95.7%	95.4%	95.5%
Eligible for gifted and talented	0.0%	Down from 29.4%	7.3%	5.1%
With disabilities other than speech	0.0%	No change	11.8%	12.2%
Older than usual for grade	27.3%	N/A	10.2%	10.1%
Suspended or expelled	6.0%	Down from 6.7%	3.5%	2.3%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	0.0%	Down from 2.2%	3.1%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	4.6%	3.2%
Enrollment in career/technology center courses	N/A	N/A	464	433
Students participating in worked-based experiences	N/A	N/A	26.6%	26.3%
Career/technology students mastering core competencies	N/A	N/A	76.5%	74.9%
Career/technology completers placed	N/A	N/A	99.7%	99.5%

Teachers (n= 5)				
Teachers with advanced degrees	0.0%	Down from 28.6%	48.4%	51.7%
Continuing contract teachers	80.0%	Up from 57.1%	81.8%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	100.0%	No change	86.0%	85.1%
Teacher attendance rate	97.1%	Down from 97.7%	96.1%	95.8%
Average teacher salary	\$27,000	Down 14.8%	\$40,385	\$40,303
Prof. development days/teacher	5.0 days	Down from 8.0 days	10.8 days	10.3 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	15.7 to 1	Up from 15.0 to 1	28.3 to 1	26.2 to 1
Prime instructional time	95.2%	Up from 92.9%	90.5%	90.1%
Dollars spent per pupil*	\$4,250	Down 10.2%	\$6,416	\$6,279
Percent spent on teacher salaries*	83.5%	Down from 88.8%	57.6%	57.8%
Opportunities in the arts	Poor	No change	Excellent	Excellent
Parents attending conferences	77.9%	Down from 83.0%	87.8%	87.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**The Phoenix Center**

Our mission at the Phoenix Center is to serve students who are divergent learners. Often these students have a history of academic failure and behavioral problems in the traditional classroom. They are very school resistant youth who require trusting relationships and a supportive environment before they can begin to learn. Finding appropriate teachers for this hard-to-serve population is difficult: they must have a proven record of patience and empathy for this category of students. Retired teachers, who want to work part-time, have been valuable asset to us. They often fit our teacher criteria and bring with them different areas of certification as well. We continuously spend time with our students, counseling them to modify behaviors through peer mediation and problem solving exercises. We want them to be job-ready and to possess life skills. Community businesses and agencies are enlisted to help them, and we have often used the services of DHEC, DSS, Mental Health and Alcohol and Drug Abuse for assistance and counseling. Our students are allowed to attend F.E. Dubose Career center, where they are placed in vocational areas and with instructors who will help them experience success. Divergent students prefer learning that is relevant, so we continue to develop and field test a curriculum which incorporates state standards with the local environment and its people: swamps, farmland, and the Santee Cooper lake system sometimes become our texts for Language Arts, Math, Social Studies and Science. Even our Physical Education course is designed to help students acquire skills for lifetime leisure sports such as golf, tennis, and swimming. The charter school experience for all of us, teachers and students alike, is a growth opportunity: we are collectively honing our skills and broadening our futures.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	0	0	2
Percent satisfied with learning environment	N/R	N/R	I/S
Percent satisfied with social and physical environment	N/R	N/R	I/S
Percent satisfied with home-school relations	N/R	N/R	I/S

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.